

COMMITTEE FOR CURRICULAR AND ACADEMIC PLANNING

Annual Report 2007-2008

CAP's year consisted of major developments in the college's curriculum, some impasses and some significant issues that were brought to the attention of the faculty. The overarching issue of the year was the question of resources, particularly in the Arts and Sciences. This report covers the following topics:

- **CAP Action on Five Year Reviews**
 - **CAP Action on Faculty Lines**
 - **CAP Action on New Undergraduate and Masters Degree Options**
 - **CAP Action on General Education Program**
 - **Curricular Implication of Housing Issues**
 - **Resource Issues**
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- **CAP Action on Five Year Reviews**

Three Five Year Reviews were scheduled for 2007-08 and a fourth by Sociology, scheduled two years ago was also considered.

Modern Languages

CAP discussed the Modern Languages Five Year Review and CAP, in general, accepted the report. In view of the increasing demands on Modern Languages, its majors, its commitment to General Education and the likelihood of the popularity of the MAT in Spanish, The Committee recommended that the Modern Languages Program include stronger and more precise wording on its resource needs in its final draft. Modern Languages did this and the report was approved in full.

Politics, Economics and Law

The Politic, Economics and Law department presented its five year review to the CAP Committee and the Committee approved the report and emphasized that the change in title from Society to Law was now firmly embedded in the curricular design of the program. Again, resource issues need to be addressed in order to fully achieve this transition.

History and Philosophy – Degrees in Comparative Humanities and Philosophy and Religion

The CAP committee was presented with five year reviews of the two degrees offered by History and Philosophy. After considerable discussion of the relationship between resources and coverage, the viability of the future of these degrees and their relationship to the new Social Studies degree (see below) the Committee recommended that the department come back to the Committee early next semester to present a more comprehensive curricular design for future course if the Department.. The Chair agreed to do this and bring to CAP a more complete report in the fall.

Sociology

After a two year discussion with the Sociology Department on its first five year review, a discussion that revolved around the relationship between the degree in Sociology and the degree in Criminal Justice, their integration and independence within the curriculum, the Sociology Department presented to the Committee an expanded and revised five year review which was approved by CAP.

• CAP Action on Faculty Lines

Following customary procedures CAP solicited line requests from all college departments. CAP received responses from 9 departments requesting 16 new lines all from the School of Arts and Sciences. The committee discussed the lack of any responses from SOB and SOE. These schools did not themselves communicate t to CAP; also, the Schools asked that CAP's solicitation come to the deans not the chairs.

In the next line request cycle CAP will send solicitation to SOB/SOE chairs and CAP's report to the Provost should state that no **new** lines should be filled this year for SOB, SOE—that is, no lines other than vacancies and/or

previously allocated lines that were not filled. CAP used the rankings of Highest Priority and Secondary Priority to determine what the college's Arts and Sciences departments most needed.

CAP forwarded these priorities to the Provost in December arguing that "What became extremely clear during that discussion was that the School of Liberal Arts is in desperate need for replacement and new lines in order to stabilize existing programs and allow others to grow. Several of these lines have come before the Committee in the past and have been recommended but no action was taken on them. All the recommendations are for full time tenure track positions.

"Over the last 5 years, there has been little or no net growth in Arts and Sciences while there have been substantial increases in the Schools of Business and Education, necessary to establish a strong graduate Business program and for NCATE accreditation. Now that these programs are on a firmer footing it is necessary to turn back to Arts and Sciences so that this curriculum—the very basis for the College's growth—will not atrophy, with negative results for the entire College."

While the Provost in meeting with the CAP committee in February acknowledged the severity in resources that faced the Arts and Sciences, and the dramatic effect on the college's curriculum, he indicated that no new lines would be coming to the college this year. In fact, no **new** lines have been received by the college and departments strive to fill replacement and retirement lines with great difficulty.

• CAP Action on New Undergraduate and Masters Degree Options and Minors

CAP approved and sent to the Faculty Senate a new minor in MIS in October for approval.

In March CAP discussed and approved a revised Adolescent Education Social Studies degree to be housed in the History and Philosophy Department. While there were questions as to the effect on existing degrees offered by the Department, the Committee thought that the more

global reach of the revised program would enhance student development and meet NCATE standards. The Committee also recognized that skills development needed to be improved in this area and recommended that the Chair report back to CAP in a year to address how additional measures to increase skill levels have been developed. This was sent to the Faculty Senate for approval.

In March and April the CAP Committee discussed and approved six MAT and six MSED degree proposals in the following areas: Adolescent Education in Biology, Chemistry, English Language Arts, Mathematics, Social Studies and Spanish and forwarded these proposals to the Faculty Senate.

The Committee in its recommendation noted that student interest in the new masters degrees was clear, significant new funding might exist for their implementation and the degrees themselves extended the range of master's degrees to include the liberal arts. Yet the recommendation expressed concern that the "Creation of graduate degrees should not occur at the expense of undergraduate programs" which have been starved for years. Therefore it recommended that the new graduate programs should not be implemented without the Administration obtaining new funding and "That the MAT and MSED programs be referred back to CAP before April 2009 for assessment of effectiveness in funding and of the programs' impact on undergraduate programs."

It should be noted that as a result of the summer 2008 budget situation, the Provost announced on July 30 that none of the MAT programs would be offered in 2008–9, and that Fall 2009 startup would depend on budget.

- **Cap Action on General Education Program**

CAP undertook a long and serious debate on revising the General Education program which included meetings between the General Education Committee and CAP. The committee was divided between a minority advocating continuation of the then-existing program on grounds of intellectual depth and a majority favoring the proposed new program on grounds of simplicity. The committee therefore submitted to the Senate a

resolution summarising both majority and minority viewpoints while urging approval of the new program, the majority position.

• **Curricular Implication of Housing Issues**

In January a policy that was “on the books” but not enforced was suddenly asserted by the Administration. This policy stated that a student, freshman or otherwise, could lose their housing if they had below a 2.0 grade point average. Students began to lose their housing. The CAP Committee wrote a resolution to the Faculty Senate focusing on several aspects of the policy, including:

Pressure felt by faculty to raise grades to avoid expulsions
negative impact on First Year Experience programs and
guidance
a disconnect between the issue of orderliness and civility in
dorm life and enforcement of a particular academic standard

The resolution urged (1) suspension of enforcement for S2008; (2) reinstatement of students already suspended, in time to begin the semester; (3) creation of a faculty-administration-student task force to recommend policy on the issue.

This resolution—with several others offered by individuals and departments also criticizing the policy—was passed by the Senate, but enforcement of the policy continued.

• **Resource Issues**

As this annual report is being written, the college is haunted by a specter of state mandated budget cuts implemented this summer cutting vital resources in faculty, staff and services and if this is not bad enough, the threat of next year looms ominously. As we understand it, additional cuts will be required for S2009, beyond those already made for F2008. In addition, as noted earlier, implementation of the new MAT programs has been suspended for this academic year (possibly longer). We are not sure of the status of other

new programs. It's as if the state budget pruners are gloating to those who argue back, claiming "You ain't seen nothing yet," to quote the late Al Jolson.

In a memo quoted in last year's report, I wrote to Provost O'Sullivan arguing:

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As the Chair of the CAP Committee this year and Co-Chair last year, I presided over annual by-laws mandated procedures: the requests from Departments concerning new lines and replacement lines. The committee then ranks these requests and sends a list to you. You then come to CAP and we have a discussion where you indicate which lines will be given to areas in dire need. Some of the requests have been submitted three or four times, every year. While there was agreement between CAP and yourself, not one new line in the Liberal Arts has been allowed to be filled, despite our agreements. This cripples the efforts of liberal arts programs to grow, accommodate students and enhance the curriculum. The question is why.

This has meant that there has been a rapid increase in the use of adjuncts up to nearly 45%. This hurts the college and its curriculum in a number of ways. Adjuncts can't play a role in the development of new courses, the advising of students, expanding the curriculum or serving on program or college committees. Their use further undermines the quality of education that the college offers its students, not to mention faculty morale.

The new graduate programs only exacerbate this tendency. Most program proposals place full-time faculty in graduate courses, leaving the undergraduate program to even more adjuncts. How can an undergraduate college incorporate new graduate programs without a major decline in undergraduate offerings?

The answer is new resources and it is up to the administration to find them.

There are several issues raised by these developments that the Senate should consider:

How to ensure equity across departments and Schools in implementing State-mandated cuts

How to ensure give and take between Administration and Faculty (CAP and the Senate) in determining curricular priorities and allocating lines (should these become available) rather than the present situation of basically unilateral decision by the Provost, despite the formalities of consultation

How to return to a situation of growth allowing implementation of the new programs approved in the last year and others in the future

The real issue for the college is how will it survive, grow and expand given current conditions and will it ever reach the resource potential that its students, faculty and staff demand? This is the issue of this year if we want to throw back the words of Al Jolson and say to the state, “*You ain’t seen nothing yet.*”

Submitted by Elizabeth Ewen

Chair

September 2, 2008